

PATTERNS, COMPREHENSION AND READING APPLICATIONS

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I. Title of the unit

Patterns, Comprehension and Reading Applications

II. Grade level of the class

First Grade

III. Days devoted to the unit

10 days or 2 weeks

IV. Unit objectives

Language Arts

Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark: Concepts of Print

Indicators: 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.

Benchmark: Comprehension Strategies

Indicators: 4. Make predictions while reading and support predictions with information from the text or prior experience. 6. Recall the important ideas in fictional and non-fictional texts. 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

Standard: Reading Applications: Literary Text

Benchmark:

Indicators: 1. Provide own interpretation of story, using information from the text. 2. Identify characters, setting and events in a story. 3. Retell the beginning, middle and ending of a story, including its important events. 5. Recognize predictable patterns in stories and poems.

Social Studies

Standard: History

Benchmark: Chronology

Indicators: 3. Distinguish among past, present and future.

Standard: People in Societies

Benchmark: Cultures

Indicators: 1. Describe similarities and differences in the ways different cultures meet common human needs.

Science

Standard: Science and Technology

Benchmark: Understanding Technology

Indicators: 3. Identify some materials that can be saved for community recycling projects.

Mathematics

Standard: Patterns, Functions and Algebra Standard

Benchmark: Use Patterns, Relations and Functions

Indicators: 2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. 3. Describe orally the basic unit or general plan of a repeating or growing pattern.

V. Unit overview

Monday Wk 1	<p>Book- Math Counts Pattern</p> <p>Activity- During the story, students will stop and think about what pattern they see in the picture, then write this down on a piece of paper. Students will then turn and share it with their buddy. After the story, Whole group students will make a list of items that had patterns and explain the pattern (on chart paper). Students will then look around the classroom, school and playground for patterns. They will draw a picture of at least 5 different patterns and then write about that pattern.</p> <p>Comprehension- Students will compare information in the text with prior knowledge and experience. Students will recall the important ideas in a non-fiction text.</p> <p>**Website Resource will be shown to students before reading the book.</p>
Tuesday Wk 1	<p>Book- Pattern Fish</p> <p>Activity- Before the story, students will take a picture walk and predict what is happening in the story. During the story, students will predict make predictions about what is next in the pattern. After the story, whole group students will discuss if their predictions were right. **Predictions will be put on chart paper** Students will then create their own pattern fish and write a simple description of their pattern with a story and illustration.</p> <p>Comprehension- Students will make predictions about what happens in the story by taking a picture walk. Students will make predictions about what is next in the pattern.</p> <p>Reading Applications- Students will recognize predictable patterns in the story.</p>
Wednesday Wk 1	<p>Book- Brown Bear, Brown Bear, What do you see? Panda Bear, Panda Bear, What do you see? Polar Bear, Polar Bear, What do you hear?</p> <p>Activity- After the story, Whole group students will make a list of the important ideas from the story. Students will make their own book called Children, Children, What do you see? Students will draw their own illustrations and share with the class.</p> <p>Comprehension- Students will recall important ideas from the text while learning about patterns in writing. Students will compare information in texts with prior knowledge and experience.</p> <p>Reading Applications- Students will recognize predictable patterns in the story.</p>

<p>Thursday Wk 1</p>	<p>Book- Busy Bugs Activity- Before the story, Students will take a picture walk and predict what happens in the story (this will be written on chart paper). During the story, Students will write down on a piece of paper what patterns they see and share it with their buddy. After the story, Students will see if their predictions were accurate. Whole group students will make a list of patterns that they seen in the story. Students will then go back to their seats and make a storyboard to tell what happened in the beginning, middle and ending of the story. Their storyboards should include illustrations with patterns and 2-3 sentences. The front should include characters and setting. Comprehension- Students will make predictions about what happens in the story by taking a picture walk. Students will be able to recall important ideas in a fictional book. Reading Applications- Students will identify characters, setting and events in the story. Students will be able to tell the beginning, middle and ending of the story. Students will recognize the predictable pattern in the story.</p>
<p>Friday Wk 1</p>	<p>Book- Thump, Thump, Rat-a-Tat-Tat Activity- Before the story, students will make predictions about the story by taking a picture walk. During the story, students will write down their thinking. After the story, (this will also be written on chart paper) the students will take turns being in the band. Class will be divided into two groups. One group will say Thump, Thump and the other group will say Rat-a-tat-tat paying close attention to the pattern of loud/soft. The teacher will read the other parts of the story. Students will then write down 3-5 sentences what they infer is happening in the story. Whole group students will then see if their predictions were right. Comprehension- Students will predict what happens in the story by taking a picture walk (predictions will be written on chart paper). Students will be able to answer simple inferential questions about the text. Reading Applications- Students will be able to provide their own interpretation of the story. Students will recognize predictable patterns in the story.</p>
<p>Monday Wk 2</p>	<p>Book- Eight Hands Round Activity- During the story, students will write down their thinking about the different quilt patterns and share it with their partner. After the story, whole group students will brainstorm a list of important events and ideas to be recorded on chart paper. On a 5x5 square piece of paper, students will create an image that they feel is important to the story. The image may represent a theme, a character, event or the setting. Students will write a sentence around the outside of their square to tell about their image. Comprehension- Students will recall the important ideas in non-</p>

	<p>fictional texts.</p> <p>Reading Applications- Students will identify characters, setting and events in the story.</p>
Tuesday Wk 2	<p>Book- The Quiltmakers gift</p> <p>Activity- Teacher will read the story first without showing pictures. She will stop at different parts of the story to allow the children to predict what the king will do in the story and record their predictions on chart paper. The teacher will have the students draw a picture of what they visualized while listening to the story. Students will also write down their thoughts about the story while the story is being read. Then the story will be read again with the illustrations being shown to the class. Whole group students will then compare if their illustrations match those in the book and if their predictions were accurate. Whole group students will then retell the beginning, middle and ending of the story. Next, the students will create their own quilt theme pattern to make their own quilt square. Students will write 3-5 sentences about their patterns theme. This will be included with Monday's squares to make the class quilt.</p> <p>Comprehension- Students will be able to predict what the king will do in the story. Students will be able to draw a picture of what they visualize during the story. Students will be able to recall the important ideas in fictional text.</p> <p>Reading Applications- Students will retell the beginning, middle and ending of the story, including important events. Students will recognize predictable patterns in the story.</p>
Wednesday Wk 2	<p>Book- The Rag Coat</p> <p>Activity- During the story, students will fill out the synthesizing worksheet. After the story, students will cut squares out of assorted scrapbook paper to decorate a rag coat and write a story about one of their scraps of paper. Students with a partner will make a web of the important ideas from the text. Whole group students will discuss what they have learned about patterns and quilts.</p> <p>Comprehension- Students will be able to synthesize while listening to the story. Students will be able to recall important ideas in fictional text by making a web.</p> <p>Reading Applications- Students will identify the characters, setting and event in the story.</p>
Thursday Wk 2	<p>Book- Tar Beach</p> <p>Activity- Before the story, students will make a prediction about what "Tar Beach" means. During the story, students will see if they want to keep their prediction the same or if it needs to be changed. After the story, whole group students will compare information in the text with the other texts that they have listened to and list them on chart paper. Students will retell the beginning, middle and ending of the story, including important events. Students will develop a story quilt of their own by writing a story about a special time that they had with</p>

	<p>their family or a place that is special to them, drawing a picture for the center that helps to tell the story. They will border their story quilt with patches of wall paper samples or scrap paper.</p> <p>Comprehension- Students will compare information in the text with prior texts about quilts. Students will make predictions about the meaning of “Tar Beach”.</p>
Friday Wk 2	<p>Book- The Patchwork Quilt</p> <p>Activity- After the story, a piece of chart paper will have lines on it like tic-tac-toe boxes. In each box, write title, characters, setting, beginning, middle, end, text-to-self, text-to-text, and text-to-world. The students will retell the story, as the teacher writes the words/sentences in the correct boxes. Students will write in their journals everything they have discovered about patterns and pictures in quilts. Students will include in their writing some examples of patterns they have learned and where can patterns be found.</p> <p>Comprehension- Students will recall important ideas in fictional text.</p> <p>Reading Applications- Students will identify characters, setting and events in the story. Students will retell the beginning, middle and ending of the story, including important events.</p>
Other Book Resources Available	<p>Pattern Bugs, One Red Rooster, Panda Bear, Panda Bear, What do you see?, Polar Bear, Polar Bear, What do you hear?, The Quilt, One Fish Two Fish Red Fish Blue Fish, Chicken Soup with Rice, and many more books to use with patterns.</p>
Website Available	<p>http://www.linkslearning.org/Kids/1_Math/2_Illustrated_Lessons/5_Patterns/index.html</p>

VI. Unit Introduction

Children will watch the web site video about patterns in the world. Students will be told that they will be learning about patterns in all subject areas and what they will learn during this unit.

VII. Unit (summative) assessment

Authentic assessments (I am only listing those involved in literacy)

Student thinking worksheets, whole group activities (teacher observation), finding 5 patterns and writing worksheet, pattern fish worksheet/description, Children, Children, What do you see? Book, visualization drawing, quilt theme patterns activity, synthesizing worksheet, rag coat activity/writing, student-partner web, story quilt activity, storyboard activity, inferring activity, 5x5 quilt square activity, journal writing

VIII. Supplementary activities

Supplementary activities have been included in the unit overview section.

Here are some of the supplementary activities not included in the unit overview section for the other subject areas:

Math- Students will work with math pattern activities and exploring the different types of patterns. Students will also work with growing patterns and finding what comes next in the pattern sequence.

Social Studies- Students will be learning about the past, present and future. Students will also compare the different cultures represented in the texts read (Appalachian culture and African-American culture). Students will research the similarities and differences of the cultures compared to their own culture.

Science- Students will be learning about recycling and why they need to recycle to protect the environment. Students will learn what items can be recycled and what products can be made out of the recycled items. Students will also learn about reducing and reusing products to help the environment.

**I could have nursing home residents cut squares out of a flat white sheet for the students to make their quilt square projects. Then I could sew them together and have students help assemble the quilt. This quilt could then be given back to the nursing home residents as a gift for their assistance. I could get the sheet from the thrift store or general dollar. This would teach the students about generosity which is part of the theme from the book "The Quiltmakers Gift".

IX. Bibliography of teacher and students resources

Brumbeau, J. (2000). The Quiltmakers Gift. Retrieved from <http://www.quiltmakersgift.com/stories/generosity.htm>

LessonPlans, Utah. "A Quilt of Many Colors." *Utah Education Network*. 07 Jun 2007. Utah Education Network, Web. 07 Jun 2007.
<<http://www.uen.org/Lessonplan/preview.LPid=18816>>.

Martin, M. (1995). College of Education at the University of Illinois. Story Quilts. Retrieved from <http://www.ed.uiuc.edu/ylp/95-96/index.html>

Miller, D. (2002). *Reading with Meaning*. Portland, ME: Stenhouse Publishers.

Patterns. *Link Learning*. Retrieved from
http://www.linkslearning.org/Kids/1_Math/2_Illustrated_Lessons/5_Patterns/index.html

X. Daily lesson plans (3)

See Attached

Lesson Plan Outline (1)

Monday of Week 2

Eight Hands Round

I. Rationale

Students have been learning about patterns through their integrated math curriculum. During this unit, students are learning about comprehension and reading-applications while reading texts. The unit has incorporated quilt pattern books as part of the multi-cultural unit.

II. Goals and Objectives

Language Arts

Comprehension

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicator: 6. Recall the important ideas in fictional and non-fictional texts. 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

Goal: Students will be able to recall the important ideas from the non-fictional text with 100% accuracy while brainstorming a list as a whole group.

Reading Applications

Standard: Reading Applications

Benchmark:

Indicator: 2. Identify characters, setting and events in a story.

Goal: Students will be able to identify the different characters, setting and events in a story with 100% accuracy when making their quilt square.

III. Essential Question (optional)

Where did people get their ideas for the designs and names of patchwork patterns?

IV. Procedure

Lesson Opener: Today we are going focus our learning on recalling important ideas from a non-fictional text about quilt pattern themes. Pay close attention to the different characters, settings and events that take place in the story as we learn more about patterns.

-Show students a power point about patchwork quilts.

(Approximate time: 5 minutes)

Lesson: Teacher starts to read the story. Teacher will have the different quilt theme names up on the last slide of the power point with nonlinguistic representations.

-During the story, students will write down their thinking about the different quilt patterns and themes. Students will share their thinking with their partners. Teacher will model with the first 3 themes how to write down her thinking by thinking aloud and showing the students by writing her thinking on chart paper.

-After the story, whole group students will brainstorm a list of important events and ideas to be recorded on chart paper.

-On a 5x5 piece of paper, students will create an image that they feel is important to the story. The image may represent a theme, a character, event or the setting in the story. Students will write a sentence around the outside of their square to tell about their image.

(Approximate time: 30 minutes)

****If there is not enough time for sharing, students will share their quilt squares at the end of the day (there is 15 minutes available).**

Closure: Students will then share their quilt squares with the class and tell what they have written on them. Teacher will collect all quilt squares.

-Whole class will clean up and put away supplies

(Approximate time: 10 minutes)

V. Daily (formative) Student Assessment

-Teacher observation of participation during brainstorming.

-Rubric for Student thinking.

-Rubric for student's quilt image.

VI. Materials, Equipment, and Resources

Computer for power point presentation, power point on jump drive, clipboards with a blank piece of paper, pencils, crayons or markers, Book "Eight Hands Round", Chart paper, marker at chart paper, 5x5 squares of colored paper, observation checklist, rubric for students thinking, rubric for student's quilt image

VII. Modifications for Diverse Learners

-Students who struggle with reading and writing will be able to listen to the story without struggling to decode. They can draw pictures instead of writing words during the student thinking activity. These students will be able to have a peer or the teachers (they're choice) write their sentence around their image.

-Students sharing their thinking with partners will help to encourage those who may not struggle with comprehension. Research has proven that students learn better from their peers and in a social setting.

-The power point and pictures in the text will help those learners who are visual learners.

-Listening to the story being read will help the auditory learners.

-The student thinking and quilt image activities will help my kinesthetic learners.

-Students will be sitting in their assigned areas on the carpet to allow for those students who may need to wiggle or move during the reading. I have allowed for plenty of movement and activity during this lesson to keep their attention and focus.

VIII. Reflection and Revision

Although I have not actually taught the lesson, my biggest concern with it is that it will take longer than I have planned. I have included many activities in the lesson, so it may have to be broken up into sections. Students can finish at the end of the day (15 minutes available) and there is approximately 15 minutes available the next morning. I think the lesson does a good job incorporating different learning styles and accommodations for students of different abilities.

Lesson Plan Outline (2)

Thursday of Week 2

Tar Beach

I. Rationale

Students have been learning about patterns through their integrated math curriculum. During this unit, students are learning about comprehension and reading-applications while reading texts. The unit has incorporated quilt pattern books as part of the multicultural unit. Students will be making predictions about the meaning of “Tar Beach”. Students will compare information in the text with prior texts about quilts. Students will retell the beginning, middle and ending of the story, including its important events.

II. Goals and Objectives

Language Arts

Comprehension

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicator: 5. Compare information in texts with prior knowledge and experience. 4. Make predictions while reading and support predictions with information from the text or prior experience. 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

Goals: Whole group students will make predictions about the meaning of “Tar Beach” with 100% accuracy, after taking a picture walk of the text (teacher observation). Whole group students will be able to compare information in the text with other texts we have read in the unit by creating a Venn diagram with 100% accuracy (teacher observation).

Writing Applications

Standard: Writing Applications

Benchmark:

Indicator: 1. Write simple stories with a beginning, middle and end that include descriptive words and details.

Writing Conventions

Standard: Writing Conventions

Benchmark: Handwriting

Indicator: 1. Print legibly and space letters, words and sentences appropriately.

Benchmark: Punctuation and Capitalization

Indicators: 6. Use end punctuation correctly, including question marks, exclamation points and periods. 7. Use correct capitalization.

Goals: Students will develop a story quilt of their own by writing a story that contains a beginning, middle and end with descriptive words and details, correct punctuation and capitalization with 100% accuracy.

III. Essential Question (optional)

What is the meaning of “Tar Beach”? How is this text the same or different when compared to “The Rag Coat” text?

IV. Procedure

Lesson Opener: Let’s take a picture walk of the text “Tar Beach”. See if you can make a prediction about the meaning of “Tar Beach”. After the picture walk, write the students predictions on chart paper. Today you will be learning about predictions and comparing this text with prior texts we have read in class about quilts. You will be retelling the story and making your own story quilt. **(Approximate time: 8 minutes)**

Lesson: Teacher starts reading the story.

- Check to see if students want to keep their prediction the same or if it needs to be changed, during the story.

- After the story, students will check to see if their prediction was accurate. If it was not accurate, they will think about and list on chart paper why their prediction was not accurate.

- Whole group students will compare information in the text with other texts we have read about quilts. Students will focus on what was similar/or different between “Tar Beach” and the text “The Rag Coat” (use a Venn diagram on chart paper).

- Teacher will model how to make a story quilt. Students will develop a story quilt of their own by writing a story about a special time that they had with their family or a place that is special to them, drawing a picture for the center that helps to tell the story. They will border their story quilt with patches of wall paper samples or scrap paper materials.

- Remind students they need to have a beginning, middle and end to their story with descriptive words. Make sure to use capitalization and correct punctuation in their sentences. Students will need to write at least 3-5 sentences.

(Approximate Time: 32 minutes)

Closure: Students will share their story quilts with the class. Students will help clean up and put away all materials. **(Approximate Time: 10 minutes)**

****If there is not enough time for sharing, students will share their quilt squares at the end of the day (there is 15 minutes available).**

V. Daily (formative) Students Assessment

- Teacher observation during whole group activities (predictions/Venn Diagram).
- Rubric for story quilt

VI. Materials, Equipment, and Resources

Book “Tar Beach”, chart paper, markers, 11 ½ x 14 construction paper, scrap paper materials, markers, pencils, writing paper with lines for story, wall paper books, fancy edging scissors, several different shapes of whole punchers, teacher observation checklist, rubric for story quilt

VII. Modifications for Diverse Learners

- Students who struggle with reading and writing will be able to listen to the story without struggling to decode. The whole group activities will help these students learn from their peers. Teacher will ensure that everyone gets a chance to share. These students will be able to tell their story to the teacher who will write it down on paper for the student to cut and place in the middle of their quilt square.
- Some students will have the option of drawing their story instead of writing. They will have a 3 section paper for beginning, middle and end.
- Listening to the story being read and hearing the teacher think aloud will help the auditory learners.
- The teacher modeling the story quilt will help the visual and auditory learners.
- Students making their own story quilt will help the kinesthetic learners.
- Students will be sitting in their assigned areas on the carpet to allow for those students who may need to wiggle or move during the reading. I have allowed for plenty of movement and activity during this lesson to keep their attention and focus.

VIII. Reflections and Revision

My biggest concern is with my time schedule and possibly not having enough time to complete all activities. I would rather have too many activities planned than students finishing early and wondering what to do next. I have included many activities in the lesson, so it may have to be broken up into sections. Students can finish at the end of the day (15 minutes available) and there is approximately 15 minutes available the next morning. I think the lesson does a good job incorporating different learning styles and accommodations for students of different abilities.

Lesson Plan Outline (3)

Friday of Week 2

The Patchwork Quilt

I. Rationale

Students have been learning about patterns through their integrated math curriculum. During this unit, students are learning about comprehension and reading-applications while reading texts. The unit has incorporated quilt pattern books as part of the multi-cultural unit. Whole group students will tic-tac-toe the title, characters, setting, beginning, middle, end, text-to-text, text-to-self, and text-to-world. This activity will help the students to retell the text and check on their comprehension of the text. Students will then write in their journals about everything they discovered during the unit lesson.

II. Goals and Objectives

Language Arts

Comprehension

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicator: 6. Recall the important ideas in fictional and non-fictional texts.

Goal: Students will recall the important ideas in fictional and non-fictional texts with 100% accuracy when writing about their experiences in their journal and during the tic-tac-toe activity.

Reading Applications

Standard: Reading Applications

Benchmark:

Indicator: 2. Identify characters, setting and event in a story. 3. Retell the beginning, middle and ending of a story, including its important events.

Goal: Students will identify and retell the beginning, middle, end, characters, setting and events in the text with 100% accuracy during the tic-tac-toe activity.

Indicator: 5. Recognize predictable patterns in stories and poems.

Goal: Students will recognize the predictable patterns in the texts that have been read during the unit lesson and write about them in their journal writing with 100% accuracy.

Writing Conventions

Standard: Writing Conventions

Benchmark: Handwriting

Indicator: 1. Print legibly and space letters, words and sentences appropriately.

Benchmark: Punctuation and Capitalization

Indicators: 6. Use end punctuation correctly, including question marks, exclamation points and periods. 7. Use correct capitalization.

Goals: Students will write in their journals 3-5 sentences answering the questions with correct punctuation and capitalization with 100% accuracy

III. Essential Question (optional)

What are patterns? Where can you find patterns? What are some different types of patterns? How do quilts fit into our learning of patterns?

IV. Procedure

Lesson Opener: I will have some of my own quilts on display in the classroom for the students to look at the different patterns. I will then tell the stories behind each of the quilts and how they were made. I will also explain who made the quilts.

(Approximate time: 5 minutes)

Lesson: Students will have a clip board with a sheet that is divided into 3 columns (text-to-self, text-to-text, text-to-world). Teacher will first model each of these strategies for the students while reading the text and write them down on the chart paper. Students will write them down on their paper and share with whole group at end of the story.

-Teacher will read the text.

-Whole group students will help fill out the tic-tac-toe activity while the teacher writes the information on chart paper.

-Students will then be asked to return to their seats and get out their journals with pencils. Students will be asked to write 3-5 sentences in their journals with illustrations, correct capitalization and punctuation.

-Students should be able to answer these questions in their journal writing:

What are patterns? Where can you find patterns? What are some different types of patterns? How do quilts fit into our learning of patterns?

-Teacher will write these questions on the board while reading them to the class.

(Approximate time: 25 minutes)

Closure: Students will put their journals on the teacher's desk. Students will assist the teacher in putting together their class quilt on large piece of butcher block paper.

****This will be put on display out in the hallway of the school.**

(Approximate Time: 15 minutes)

****There is 15 minutes at the end of the day to complete putting the quilt together if needed.**

V. Daily (formative) Students Assessment

-Students 3 column worksheet

-Teacher observation of whole group activity

-Rubric for journal writing

VI. Materials, Equipment, and Resources

Quilts, book "The Patchwork Quilt", chart paper with tic-tac-toe lines and titles, journals, pencils, markers, dry erase board with markers, student's prior quilt squares,

colored masking tape/or glue, a large piece of butcher block paper, rubric for journal writing, 3 column worksheet, teacher observations checklist

VII. Modifications for Diverse Learners

- Students who struggle with reading and writing will be able to listen to the story without struggling to decode. The whole group activities will help these students learn from their peers. Teacher will ensure that everyone gets a chance to share.
- Students who struggle with writing can draw pictures on their 3 column worksheet or 1 word descriptions instead of sentences.
- Some students will have the option of drawing in their journal instead of writing or verbally tell the teacher what they want written in their journal and the teacher will write it for them while they do the illustrations.
- Listening to the story being read and hearing the teacher think aloud will help the auditory learners.
- Teacher modeling the text worksheet will help those who are visual learners.
- Students assisting with putting together the class quilt meet the needs of the kinesthetic learners.
- Students will be sitting in their assigned areas on the carpet to allow for those students who may need to wiggle or move during the reading. I have allowed for plenty of movement and activity during this lesson to keep their attention and focus

VIII. Reflection and Revision

Again, my biggest concern is with my time schedule and possibly not having enough time to complete all activities. I have included many activities in the lesson, so it may have to be broken up into sections. Students can finish at the end of the day (15 minutes available) and there is approximately 15 minutes available the next morning. I think the lesson does a good job incorporating different learning styles and accommodations for students of different abilities. I will be giving a copy of my unit plan and lessons to my cooperating teacher for her to incorporate in her lessons when she teaches patterns. She was very excited about some of my ideas when I was sharing with her about this lesson.

***I found about 40-50 different books at a variety of levels that I could use for these thematic unit. When I teach a unit I like to have approximately 25-30 books available for the students to look through independently. I also found many wonderful ideas and activities in all subject areas for this theme. I will keep this thematic unit to use when I teach in the future.

